COURSE DESCRIPTION

The goal of this course is to provide you with a coherent narrative and overview of American history from discovery through the Civil War as it was experienced by women. The objectives of this course are twofold: to have a conceptual framework of the forces and people that shaped early American history and to think critically about the effect and contribution made by women since its inception.

We will be approaching our study of history as HUMAN history. The great narrative of American history is a linking together of millions of human stories. Most of them were never recorded and will forever be untold. But there are some who left us pieces of their lives. This allows us to use our historical imagination to examine people, their motivations, the outcomes, and the responses to what they did (or did not do) that set off a whole new wave of responses from people with a different set of motivations. We will look at events and people and documents in context, or the time and place and circumstances in which they occurred. This is how we understand what they did and why they did it.

It is imperative for students to have a working Rutgers email account so that I may communicate with you and you with me. Please check your mail regularly.
LEARNING GOALS:

By semester’s end students will be able to:

- Possess knowledge of American history from 1600-1877
- Read and analyze primary sources from the period
- Have experience in formal writing assignments in which arguments are formulated, organized, and supported with appropriate primary and secondary sources

TECHNOLOGY:

Laptops are for note taking is permitted. Use of technology for personal reasons (texting, social media, shopping, etc.) during class time is prohibited. Breaking this code of conduct will result in losing the privilege of using your laptop or dismissal from class and grade reductions (pertaining to class participation).

WHILE WE’RE ON THE TOPIC OF ELECTRONIC DEVICES …

PUT YOUR PHONES AWAY AND TURN THEM OFF. Texting during class is viewed as an egregious transgression and is taken personally by your instructor. Do not assume, no matter how skillful you are at surreptitious texting, that you will go undetected. Deductions for texting will be taken from the participation portion of your grade.

COURSE REQUIREMENTS:

1) Attendance/Participation: You are required to attend and participate in class discussions and activities. Attendance will be taken at the start of every class.

2) Readings: You are required to carefully read the assigned texts by the date indicated on the syllabus.

3) Papers: You will be assigned one short comparison paper and one longer biographical essay on a figure relevant to women in American history that will be due on

4) Exams: Midterm exam held on October 27 and final exam on December 20.

ATTENDANCE, COURTESY, AND PROFESSIONALISM

Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.
Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Attendance will be taken at the start of class. Students who are more than ten minutes late will be counted as a half absence.

**WHAT IF I NEVER MISS A CLASS?**

Students with perfect attendance will receive THREE extra credit points.

**DID SOMEONE SAY EXTRA CREDIT?**

At random times during the semester there will be four extra credit quizzes. These will be basic, factual questions based on the previous class lecture. They will be given at the top of the class. Quizzes cannot be made up if you’re late to class or miss the class. Each quiz will be worth three points which will add up to a whopping twelve extra credit points by the end of the semester that will be applied to the participation portion of your grade.

**COURSE STRUCTURE**

This is primarily a lecture class. The overall narrative of the period will be provided in the lectures. They are designed to complement, not replace your other reading. It is necessary therefore, for you to attend class regularly, take good and thorough notes, and make friends with people who can take notes for you if you are unable to get to class.

Students are encouraged, however, to ask questions and facilitate discussion throughout the lecture period.

**GRADED CLASS REQUIREMENTS**

**ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THE CLASS**

1. **First Essay Assignment:** (No more than two typewritten pages) If it is shorter or longer than the page limit, points will be deducted.

This will be a very short essay on women’s experiences during the colonial era. An outline for the paper is posted on Canvas. In this assignment you will be directed to answer the Who, What, When, Where, Why, and How. You will be asked to draw on and cite the reading assignments in support of your paper.
2. Second Essay Assignment: Biographical Profile

For the second, larger paper students will write a concise five-page biographical essay (1,200 words) on a woman of influence who lived between 1600 and 1877. A list of possible subjects will be posted on Canvas. If you have an interest in writing about someone not on the list, please get permission first from your instructor.

The profile will offer a summary of the subject’s life but will also interpret his or her contributions to important events or trends and examine their motivation. You are asked to suspend personal judgment and as a historian, look to understand why that person did what they did.

Your paper will include at least two secondary sources (books and scholarly articles) and at least two primary sources (letters, speeches, newspaper articles, etc). The completed paper must include footnotes and bibliography using proper Chicago Style citations. It should carefully follow the provided format for college level scholarly essays.

Due December 6

Papers must be posted to turnitin.com prior to the beginning of class on the dates indicated on the syllabus. For every class day that a paper is not turned in, the paper will lose a one-third grade reduction (from “B” to “B-” for example). If posted late on the due date (after class has begun), the paper will also lose a one-third grade reduction.

Citing Sources:

*The Chicago Manuel of Style* is a style and usage guide for citing primary and secondary sources within the humanities. When submitting written assignments for this course, your footnotes and bibliography must follow *Chicago Style* conventions.

For a helpful guide on how to cite books, academic journal articles, lectures, and more, please consult the following website from Trinity College: [https://courseguides.trincoll.edu/c.php?g=448378&p=3099741](https://courseguides.trincoll.edu/c.php?g=448378&p=3099741)

The Writing Center

The Writing Center, located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available free of charge. Please take advantage of their services to strengthen their reading, writing, and research skills. For more on the Writing Center, see: [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter).
IN CLASS FORMAL EXAMINATIONS:

There will be two in-class examinations. They will be based on both lectures and reading assignments including primary source documents on Canvas. Maps may also be included. Exams will be non-cumulative which means they will cover only the material since the previous exam.

Prior to the exams I will post a study guide with a list of possible essay questions, terms you should know, and maps you should be familiar with for the exam.

The breakdown for your grade looks like this:

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<thead>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>First Short Comparison Paper</td>
<td>20%</td>
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<tr>
<td>Second Biographical Paper</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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Each graded assignment will have its own grading scale. Below is the scale that I will use to determine your semester grade at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>80 - 86</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>70 - 76</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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Academic Integrity/Behavior

Rutgers expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Plagiarism is a serious and punishable offense and will not be tolerated. Cases of plagiarism will immediately be sent to the appropriate college dean for review. You are responsible for familiarizing yourself with Rutgers policy on plagiarism at http://academicintegrity.rutgers.edu/academic-integrity-policy/ for more information.
All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

**Accommodation and Support Statement**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: [https://temporaryconditions.rutgers.edu](https://temporaryconditions.rutgers.edu).

**For English as a Second Language (ESL):** The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.
For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Technology Resources for Students: https://mytech.newark.rutgers.edu/tlp
COURSE SCHEDULE

Important caveat: Your professor reserves the right to alter the syllabus as needed. This could mean either adding to or subtracting from the following:

All readings must be completed by the class date under which they are listed below. Any modifications to the assigned readings will be announced in class and posted on Canvas. All the assigned readings with the exception of The Invention of Wings can be found on Canvas.

Required Readings:

All scholarly articles, maps, and primary source documents posted articles on Canvas.


Class Schedule

Week 1 (September 6 & 8) Introductions and Plunging In

Kirsten Fischer, “The Imperial Gaze: Native American, African American, and Colonial Women in European Eyes.”

Week 2 (September 13 & 15) —Women in Early Modern Western Europe and the French Explorers

Kathleen M. Brown, “The Anglo-Indian Gender Frontier”

Nancy Shoemaker, "Kateri Tekakwitha's Tortuous Path to Sainthood"
Primary Source Document: Boyhood and Girlhood among the Huron
Primary Source Document: Childbirth and Infancy

Engraving of Kateri Tekakwitha

**Week 3 (September 20 & 21) Colonial Encounters -- Jamestown and the Chesapeake**

Nancy Shoemaker, “The True Story of Pocahontas”

Mary Beth Norton, “An Indentured Servant Identifies as “Both Man and Woeman”: Jamestown, 1629”

Primary Source Document: Indentured Servant

**Week 4 (September 27 & 29) Colonial Encounters – New England**

Adam Brechner, “A Woman Not Fit for our Society”


Mary Beth Norton, “Introduction,” *In the Devil’s Snare: The Salem Witchcraft Crisis of 1692*

Primary Source Documents: “A Severe and Proud Dame She Was: Mary Rowlandson Lives Among the Indians,” “Wonders of the Invisible World,” “Accusation of Witchcraft”
Week 5 (October 4 & 6) Colonial Encounters – Middle Colonies and The South

Karin Wulf, “Women’s Work in Colonial Philadelphia”

Jennifer L. Morgan, “Slavery and the Slave Trade”

Primary Documents: “Virginia Slave Laws,” “Indentured Servant Writes Home,” ”Print of a Slave Ship,” “Royall Family Portrait”

Map: British Colonial Settlements

OCTOBER 11 FIRST PAPER DUE

Week 6 (October 11 & 13) Imperial expansion and resistance

Marylynn Salmon, “The Legal Status of Women”

Emily Arendt, “Ladies Going About for Money”

“Letters from Eliza Lucas Pinckney (1772-1793); from Elizabeth Sprigs (1756)

Primary Source: Thomas Paine, Common Sense and Proclamation Line 1763 and “Declaration of Independence”

Week 7 (October 18 & 20) Women and the American Revolution


Primary Sources: “Maintaining the Troops: The Women Who Served” and “Portraits of Revolutionary Women” and “Phyllis Wheatley, Poet and Slave” “Abigail Adams to John Adams (March 31 and April 5, 1776)
Week 8 (October 25 & 27) Women in the Early Republic

MIDTERM EXAM OCTOBER 27 (The exam will cover all material through the American Revolution or October 20)

Rosemarie Zagarri, “The Rights of Man and Woman”

Linda Kerber, “Republican Motherhood”

Primary Source: “Fourth of July Speech by Norwich Women”

Map: North America in 1783

Week 9 (November 1 & 3) The Mill Girl and the Market Revolution

Gerda Lerner, "The Lady and the Mill Girl”

Barbara Welter, “The Cult of True Womanhood”

Primary Source: “Harriet Robinson, Lowell Girls”

Start Sue Monk kidd, The Invention of Wings

Week 10 (November 8 & 10) Southern Women and Slave Society

Stephanie Jones-Rogers, “Mistresses in the Making”

Walter Johnson, “Reading Bodies and Making Race”

Continue Kidd
Week 11 (November 15 & 17) — Reform Movements


Carol DuBois, “Antebellum Reform” and “Women’s Rights Entering New Territory”

Susan Zaeske, “Signatures of Citizenship Debating Women’s Antislavery Petitions”

Primary Source: “Declaration of Sentiments”

Continue Kidd

Week 12 (November 22 NO CLASS NOVEMBER 24) Women and Westward Expansion

Theda Perdue, “Cherokee Women and the Trail of Tears”

Lucy Jane Bledsoe, “Adventurous Women on the Oregon Trail”

Primary Source: “Cherokee Women Oppose Removal”

Map: Major Trails West

Continue Kidd

Week 13 (November 29 and December 1) Women and the Civil War

Carol DuBois, “Women on the Civil War Battlefields”

Map: Secession of Southern States

Catherine Clinton, “Women and the Home Front: New Civil War Scholarship”

Finish Kidd

Week 14 (December 6 & 8) Women and Reconstruction

** Biographical Essay Due on December 6**

Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and the Narratives of War”


Primary Documents: Roda Ann Childs, “I was more dead than Alive” and Reconstruction Amendments, 1868, 1870

LAST CLASS December 13 Catch-up and Review

*** FINAL EXAM DECEMBER 20, 2022 ***